**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 3 – Industrialization** | **Instructor: McDonald/Schmitt** |

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| **Objective:** Students will understand how the introduction of industrialization changed America | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.2](http://connected.mcgraw-hill.com/ssh/AF365A92-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.3](http://connected.mcgraw-hill.com/ssh/AF36C87E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.5](http://connected.mcgraw-hill.com/ssh/AF378DCC-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.6](http://connected.mcgraw-hill.com/ssh/AF37F564-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.10](http://connected.mcgraw-hill.com/ssh/AF399400-CCB8-11DD-A7C8-69619DFF4B22)[SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22) ( Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** What elements existed in the United States that made it possible to be successful at industrialization? | | |
| **Instructional Focus (FCIM): Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** JD Rockefeller, Wealth of Nations, Gospel of Wealth, laissez-faire, monopoly, holding company, | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  **Warm-up/Opening:** Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections and cause and effect | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 3 lesson 1 Rise of Industrialization This unit will cover Industrialization. The focus of today’s lesson will be introducing the main ideas surrounding The Rise of Industrialization in America. Students will be expected to take Cornell Notes and ask questions to help guide discussion. | **Time**  **20** |
| **Student Work Period:**  Students will first read “New Inventions” on page 94 and take notes highlighting the key inventions and how they might change America. Upon completion students will look at their lives and create a list of the top five important inventions of their lives and why that invention is significant and the top 5 inventions of all time. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning | **Time**  **45** | **Scripted Higher Order Questions**   * What elements existed in the United States that allowed it to become successful at industrialization? * **How might the three types of resources interact to help the United States industrialize?** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |